

WESTVIEW MIDDLE

101 Westview Blvd.
Goose Creek, SC 29445

Grades	6-8 Middle School	
Enrollment	919 Students	
Principal	Jerome Davis	843-572-1700
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

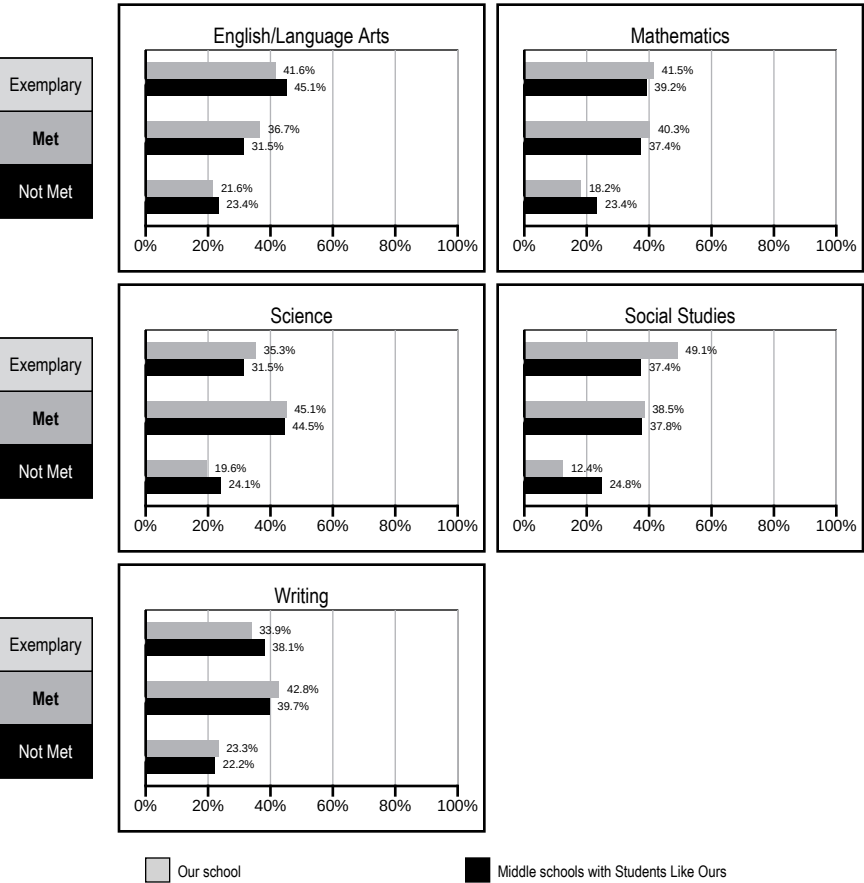
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	18	8	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8%	98.6%
English 1	95.9%	98.3%
Physical Science	N/A	86.9%
US History and the Constitution	N/A	100.0%
All Subjects	97.7%	97.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=919)				
Students enrolled in high school credit courses (grades 7 & 8)	40.0%	Down from 52.0%	35.4%	24.2%
Retention rate	0.5%	Down from 2.8%	0.5%	0.7%
Attendance rate	96.9%	Up from 96.7%	96.5%	95.9%
Eligible for gifted and talented	22.6%	Up from 22.1%	26.2%	16.4%
With disabilities other than speech	9.2%	Down from 11.2%	10.8%	12.0%
Older than usual for grade	1.0%	Down from 2.4%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	53.4%	Up from 52.3%	59.3%	58.5%
Continuing contract teachers	72.4%	Up from 72.3%	83.2%	80.0%
Teachers with emergency or provisional certificates	2.0%	Down from 8.5%	2.4%	4.0%
Teachers returning from previous year	82.8%	Up from 79.2%	87.8%	84.6%
Teacher attendance rate	97.7%	Up from 96.4%	95.5%	95.4%
Average teacher salary*	\$45,526	Up 2.4%	\$48,540	\$46,561
Professional development days/teacher	13.9 days	Up from 13.0 days	9.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 13.0 to 1	21.9 to 1	21.1 to 1
Prime instructional time	94.4%	Up from 92.4%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 72.7%	97.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,384	Up 18.0%	\$7,300	\$7,802
Percent of expenditures for instruction**	65.4%	Down from 70.5%	65.6%	63.8%
Percent of expenditures for teacher salaries**	61.0%	Down from 66.6%	63.6%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As architects and construction crews finished the final phases of an immense two-year renovation project, the faculty and staff at Westview Middle School worked diligently to ensure our focus on teaching, student learning, and academic excellence was not lost. Throughout this challenge, stakeholders in our Professional Learning Community (PLC) labored many hours to empower our students, the “centerpoint,” to be successful in a highly-competitive world. In anticipation of the increasing adversities they would face, Westview Middle School aimed to prepare its students with twenty-first-century skills so that they could make a bold entrance into high school, college, career, and society.

To do so, Westview Middle School’s learning community participated in professional seminars that focused on assessments, differentiation, instructional strategies, and Power Standards. Our Making Middle Grades Work Literacy Focus Team created and implemented a schoolwide literacy plan to promote reading and writing across the curriculum. Additionally, we offered extra help and tutorials during and after school to students through many venues such as the Homework Center, Friday School, Preliminary Scholastic Aptitude (PSAT), and End of Course Examination Program (EOCEP) forums. To make learning relevant, teachers involved businesses from our Adopt-A-Teacher program in their daily classroom instruction. Finally, our guidance department hosted career fairs and Individual Graduation Plan (IGP) meetings to get students and parents interested in career, college, and life.

As a result, our students’ academic and extracurricular achievements continue to be among the highest in the Berkeley County School District and the state. At Westview Middle School, two hundred and forty-seven students took and passed one of the following five high school credit courses: Algebra I, Algebra II, English I, French I, and Keyboarding. Thirty-one of our eighth grade students qualified as Junior Scholars and eight of our seventh grade students were recognized as Duke Tip Scholars. Additionally, several of our students received commendations in the following academic competitions: the Lieutenant Governor’s Writing Contest; Lego League; MATHCOUNTS; the South Carolina Young Authors Writing Contest; and the Wando High School Math Competition.

Also, Westview Middle School students boasted multiple awards for demonstrating excellence in the performing arts. Once again, our band received a superior rating at the South Carolina Concert Festival. Our school proudly announces thirty-one all-county band participants; twenty regional band participants; two state band participants; and eighteen all-county chorus participants.

At Westview Middle School, the professional learning community takes great pride in the strength and diversity of the programs offered, the quality of teachers, the accomplishments of students, and participation of parents. Next year, we will again make a committed effort towards continuous improvement in the areas of school climate, student performance, community engagement, strategic human resource management, fiscal responsibility, and effective communication.

Jerome Davis, Principal
Diane Crawford, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	295	76
Percent satisfied with learning environment	76.2%	61.4%	86.5%
Percent satisfied with social and physical environment	88.9%	66.3%	72.4%
Percent satisfied with school-home relations	68.3%	81.3%	73.3%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 31 out of 31 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.7%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	921	100	23.1	36.9	39.9	85	85.9	83.5	Yes	Yes
Gender										
Male	524	100	26.9	37.2	35.8	81.6	81.9	80.1	N/A	N/A
Female	397	100	18.1	36.5	45.3	89.6	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	611	100	19.8	34.8	45.4	86.6	89.8	89.6	Yes	Yes
African American	210	100	33.5	41.6	24.9	78.2	79.3	74.6	Yes	Yes
Asian/Pacific Islander	41	100	10.3	33.3	56.4	97.4	93.4	92.7	I/S	Yes
Hispanic	54	100	27.7	46.8	25.5	87.2	82.4	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	95	100	64.6	22	13.4	47.6	57.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	54	100	30	46	24	88	83.3	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	342	100	32.1	38.7	29.2	78.9	81.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	921	100	20.3	43.8	35.9	88.7	83.5	80.4	Yes	Yes
Gender										
Male	524	100	22.3	41.5	36.2	86.2	81.1	78.4	N/A	N/A
Female	397	100	17.6	46.9	35.5	92	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	611	100	17	42.3	40.6	91	88	87.8	Yes	Yes
African American	210	100	34.5	47.2	18.3	80.2	75	69.3	Yes	Yes
Asian/Pacific Islander	41	100	2.6	30.8	66.7	97.4	94.1	93.5	I/S	Yes
Hispanic	54	100	12.8	57.4	29.8	87.2	83.4	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	95	100	64.6	23.2	12.2	46.3	50	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	54	100	10	60	30	90	85.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	342	100	26.7	47.8	25.5	83.3	78	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	605	100	19.5	45.2	35.3	80.5	69.8	67.3
Gender								
Male	346	100	21.9	44.1	34	78.1	69.3	66.9
Female	259	100	16.4	46.7	36.9	83.6	70.3	67.7
Racial/Ethnic Group								
White	394	100	15.8	44.9	39.3	84.2	78.8	79.6
African American	144	100	29.4	48.5	22.1	70.6	54.4	49.7
Asian/Pacific Islander	30	100	3.4	37.9	58.6	96.6	83	84.4
Hispanic	32	100	37.9	37.9	24.1	62.1	64.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	66	100	60.3	27.6	12.1	39.7	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	37	100	28.6	42.9	28.6	71.4	65.8	58.6
Socio-Economic Status								
Subsidized meals	223	100	30.3	41.3	28.4	69.7	60.2	55.4

Social Studies

All Students	606	100	12.4	38.6	49	87.6	73.4	70.9
Gender								
Male	338	100	14.7	34.5	50.8	85.3	72.2	70.1
Female	268	100	9.4	43.7	46.9	90.6	74.7	71.7
Racial/Ethnic Group								
White	407	100	11.6	35.1	53.4	88.4	78.7	79.2
African American	138	100	15.5	51.2	33.3	84.5	63.8	58.4
Asian/Pacific Islander	25	100	4.2	29.2	66.7	95.8	83.3	86.8
Hispanic	36	100	15.6	37.5	46.9	84.4	72.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	56	100	45.8	35.4	18.8	54.2	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	31	100	13.3	36.7	50	86.7	70.8	68
Socio-Economic Status								
Subsidized meals	224	100	13.3	48.1	38.6	86.7	66	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	925	99.7	23.3	42.8	33.9	76.7	72.9	72.1	96.9	96.2
Gender										
Male	527	99.8	30.2	43.7	26.2	69.8	65.6	65.2	96.9	96.1
Female	398	99.5	14.1	41.8	44.1	85.9	80.7	79.2	97	96.2
Racial/Ethnic Group										
White	617	99.7	20.4	41.3	38.3	79.6	78.3	80.8	96.6	95.7
African American	211	99.5	32.8	47.5	19.7	67.2	64	59.7	97.6	96.8
Asian/Pacific Islander	41	100	7.7	33.3	59	92.3	88.7	87	98.7	97.2
Hispanic	51	100	29.2	50	20.8	70.8	65.4	64.6	96.8	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.1	73.4	97.5	95.3
Disability Status										
Disabled	91	97.8	65.8	29.1	5.1	34.2	30.3	27.7	94.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	50	100	27.5	49	23.5	72.5	67.1	63.7	97.1	96.8
Socio-Economic Status										
Subsidized meals	344	99.1	30.6	45	24.4	69.4	65.2	61.9	96.5	95.9

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	302	100	23.6	39.6	36.8	76.4
	7	307	100	21.4	46.6	32	78.6
	8	365	99.7	27.1	42.4	30.5	72.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	311	100	17.9	46.2	35.9	82.1
	7	290	100	21.4	33.7	44.9	78.6
	8	320	100	29.7	31	39.3	70.3

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	301	100	18.8	46.3	34.8	81.2
	7	307	100	20.4	47.3	32.3	79.6
	8	365	99.7	28.8	43.5	27.7	71.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	311	100	16.2	39.7	44.1	83.8
	7	290	100	19.6	43.8	36.6	80.4
	8	320	100	24.8	47.9	27.4	75.2

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	150	100	23.2	53.5	23.2	76.8
	7	307	100	15.6	53.6	30.8	84.4
	8	182	100	28.7	47.1	24.1	71.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	157	100	20.9	57.4	21.6	79.1
	7	290	100	16.7	46	37.3	83.3
	8	158	100	23.5	31.5	45	76.5

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	151	99.3	7.6	49	43.4	92.4
	7	307	100	16.6	30.5	52.9	83.4
	8	182	100	28.3	38.9	32.8	71.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	154	100	6.3	50.3	43.4	93.7
	7	290	100	15.6	32.2	52.2	84.4
	8	162	100	12.3	39	48.7	87.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	306	99	27.2	44.5	28.3	72.8
	7	304	99.3	21.1	43.5	35.4	78.9
	8	365	99.2	33.6	41.8	24.6	66.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	309	99.4	26.6	40.8	32.5	73.4
	7	296	100	20.7	46.1	33.2	79.3
	8	320	99.7	22.4	41.8	35.9	77.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample